English

for the Islamic State

BOOK SIX

Primary Printing

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بسم الله الرحمن الرحيم

بسم الله الرحمن الرحيم

الحمدُ للهِ معزِّ الإسلام بنصره، ومُذلِّ الشركِ بقهره، ومصرِّف الأمور بأمره، ومستدرجِ الكافرين بمكره، الذي قدّر الأيام دولاً بعدله، وجعل العاقبةَ للمتقينَ بفضلِه، والصلاةُ والسلام على من أعلى اللهُ منارَ الإسلام بسيفِه.

أما بعد:

فإنه بفضل الله تعالى، وحسن توفيقه تدخل الدولة الإسلامية اليوم عهداً جديداً، وذلك من خلال وضعها اللبنة الأولى في صرح التعليم الإسلامي القائم على منهج الكتاب، وعلى هدي النبوّة وبفهم السلف الصالح والرعيل الأول لها، وبرؤيةٍ صافية لا شرقيّة ولا غربيّة، ولكن قرآنية نبوية بعيداً عن الأهواء والأباطيل وأضاليل دُعاة الاشتراكية الشرقيّة، أو الرأسمالية الغربيّة، أو سماسرة الأحزاب والمناهج المنحرفة في شتّى أصقاع الأرض، وبعدما تركت هذه الوافدات الكفرية وتلك الانحرافات البدعية أثرها الواضح في أبناء الأمة الإسلامية، نهضت دولة الخلافة -بتوفيق الله تعالى- بأعباء ردّهم إلى جادّة التوحيد الزاكية ورحبة الإسلام الواسعة تحت راية الخلافة الراشدة ودوحتها الوارفة بعدما اجتالتهم الشياطين عنها إلى وهدات الجاهلية وشعابها المهلكة.

وهي اليوم إذ تُقدم على هذه الخطوة من خلال منهجها الجديد والذي لم تدخر وسعاً في اتّباع خطى السلف الصالح في إعداده، حرصاً منها على أن يأتي موافقاً للكتاب والسنة مستمداً مادته منهما لا يحيد عنهما ولا يعدل بهما، في زمن كثُرَ فيه تحريف المنحرفين، وتزييف المبطلين، وجفاء المعطلين، وغلوا الغالين.

ولقد كانت كتابة هذه المناهج خطوة على الطريق ولبنة من لبنات بناء صرح الخلافة وهذا الذي كُتِب هو جهد المُقِل فإن أصبنا فمن الله وإن اخطأنا فمنا ومن الشيطان والله ورسوله منه بريء ونحن نقبل نصيحة وتسديد كل محِب وكما قال الشاعِر:

وإن تجد عيباً فسُدَّ الخللا ... قد جلَّ من لا عيب فيه وعلا

(وآخر دعوانا أن الحمد لله ربِّ العالمين)

English for the Islamic State

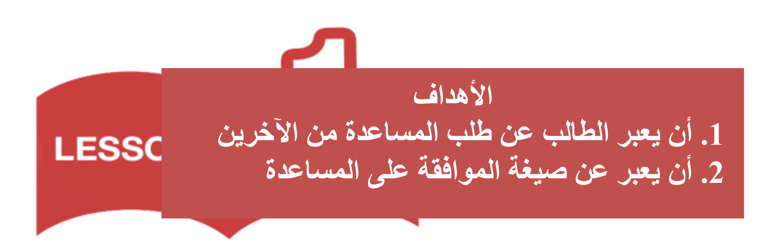
Book Six / First Course

No.	Unit	Grammar	Language Skills
1.	The Quran	Deduction	Listening / Reading / Speaking / Writing
2.	Reciting the Quran	Adjective	Listening / Reading / Speaking / Writing
3.	Tariq bin Ziyad	Future simple / be + going to / Present continuous for future	Listening / Speaking / Reading / Writing
4.	How can you remember	Reported speech	Listening / Reading / Writing
5.	Smoking is prohibited	Adjective -ing/ -ed	Reading / Writing
6.	Revision	Revision	Revision

Unit One

The Glorious Quran

Lesson 1	**Fluency -1-**
Lesson 2	**Medical Problems**
Lesson 3	**Some Diseases**
Lesson 4	**The Open University**
Lesson 5	**Test Yourself**



Fluency -1-

1- Before you start.

- When someone asks you, "Can you help me?" What do usually say if you agree?

Asking people to do things

2- Look at the dialogues below. Do you find any differences between As and Bs speakers?

Situation: 1. A boy is carrying heavy bags.
A: Can you help me, brother please?
B: Certainly.



Situation: 2. A man needs someone to close the car's door.
A: I wonder if you could close the door.
B: Sure.

Now look at the box below and check your answers in 1.

The first speakers, "*As*", express situations to ask someone to do something, whereas the second speakers, "*Bs*", express the agreement to do something.

Study the rules below of asking someone to do something and their response. (See page 90)

Can you + please? (the agreement for it is "certainly")
I wonder if you could + ... (the agreement is " Sure")
Would you mind + v -ing? (the agreement is " Not at all")
Could you + infinitive, ... please? (the agreement is "Of course")

3- Work in pairs. Ask someone to do something and say the response.

1) A: Can you open that window, please?
B: Certainly.

(2)A: I wonder if you could open that window, please.
B: No, of course not.

(3)A: Would you mind opening that window, please?
B: Not at all.

(4)A: Could you open that window, please?
B: Yes, of course.

Now make similar situations.

a. Ask someone to repair your broken car
b. Ask someone to explain the meaning of a verse in the Quran.
c. Ask someone to carry a sofa.
d. Ask someone to clean my gun.

Assignment:
Write similar dialogue as in 3 ask about the following situations:

a. Ask someone to give you a lift
b. Ask someone to explain the meaning of one of Mohammad's hadeeth.
c. Ask someone to deliver the box to his neighbour.

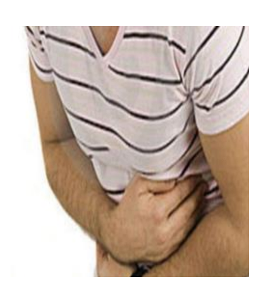
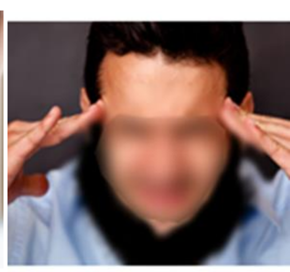


الأهداف
أن يعبر الطالب عن بعض المشاكل الطبية

Medical Problems

1- Before you start.

- What do you do when you have a flu?
- Do you prefer herbal to chemical medicine?

- Look at the pictures and match them with the health problems below,

e.g. ~~I have a headache.~~ Picture No. 1.

- I burnt my hand on the heater.
- My arms hurt. I lifted heavy boxes.
- I have a stomach ache
- I have eaten too much, I feel sick.
- I can't stop sneezing, I think I've caught a cold.
- I have a temperature, diarrhea and fever.

- I need to sit down.
- I have muscles ache.
- I have a sore throat
- I feel dizzy.

- Which health problems don't you find in the pictures?
- What do you say to those people who are suffering from health problems?

Example:
A: I have a headache.
B: You should take a painkiller.
Now look at the problems in 1 and do similar dialogues.

2- Look at the chart below and suggest the treatment for each diseases, make use of the treatment list below.

Diseases	Symptoms	Treatment
the flu (influenza)	cold, sneeze, headache etc.	
a cold	cough, fever, pain in muscles etc.	
food poisoning	vomit, headache, temperature etc.	

- take antibiotics
- rest in bed
- take a decongestant
- drink herbal tea
- eat very little food

- have surgery
- eat fruit and vegetables
- take aspirin
- drink fluids

Add other diseases to the chart .

Assignment:
Have you ever had a medical problem? In no more than 80 words write a short story about that.



الأهداف
1- أن يميز الطالب بعض أسماء الأمراض
2- أن يستخدم افعال الإستنباط في جمل

Some Diseases

1- Before you start.

-Have you ever had a food poisoning? What did you do?

2- Read this paragraph and fill in the blanks with the diseases from the box.

food poisoning	influenza	cold	migraine	appendicitis

If you have a stomach ache, nausea, and diarrhea, you may have (1) ______________. Rest in bed, drink herbal tea, and don't eat very much. If the symptoms continue, see your doctor. You need some antibiotics. The symptoms of (2) _____________ are often nausea, fever, and abdominal pain, especially on the right side. See a doctor immediately, because you may need surgery! (3) ___________ is a virus, so antibiotics won't help. The symptoms are aching muscles, headache, fever, and sometimes sneezing. Rest in bed, drink fluids, and take aspirin.(4) ___________ is similar to influenza, but usually less severe. The symptoms are usually sneezing, coughing, headache, and sometimes fever. Take aspirin. If necessary, take a decongestant. (5) __________ is a type of headache, but there are usually less severe. The symptoms are usually other symptoms. You may have nausea and vision problems, and you may be extremely sensitive to light and noise. If the problem is very severe or frequent, you may need to see a doctor to get some medicine.

Grammar builder: "*must, may, might, can't*" for deductions

Note: For deduction, *can't* and *must* are opposites, e.g. It *can't* be appendicitis, so it *must* be food poisoning. (See page 89)

3. ... estions.

A: I have a stomach ache. I might have appendicitis.
B: You can't have appendicitis because you don't have a fever.it may be something you ate.
A: If I'm not better tomorrow, then it must be appendicitis.

- **Which of the verbs; might, can't, may and must in the dialogue above expresses a possibility?**
- **Which one expresses a strong positive probability?**
- **Which one expresses a strong negative probability?**

Assignment:
Complete these two conversations using may, might, must, or can't.

A: Who is she? She talks like a doctor. But she __________ be a doctor- she's too young.
B: She __________ be a medical student obviously.
A: Not necessarily. She ________ be a nurse, or the daughter of a doctor.

A: I can't sleep at night. It ________ be the coffee I'm drinking, or possibly I'm worrying about work.
B: It ________ be the worry, no question about it. How much coffee do you drink?
A: Two or three cups a day.
B: Exactly. That's nothing. It ________ be that.



الأهداف
1-أن يقرأ الطالب نصاً عن إعلان الخلافة
2-أن يجيب على الإسئلة

The Open University

1- Before you start.

Is it possible to get Islamic Khlafa again?
How do Muslims feel towards Khilāfah?

2- Read the text carefully and check your answers in 1.

The revival of Khilāfahh, which was announced by the spokesman for Islamic State, Sheikh Abu Mohammed Al-Adnani on the first of Ramadan 1435 H, surprised the true Muslims and shocked the non-Muslims all over the world.

Real announcement of Khilāfah surprised the true Muslims positively and made the people inside the Waliyats of Islamic State feel pleased and proud whereas the Muslims outside the Islamic State have become eager to immigrate to it. Because they have been under the rule of tawaghits since the collapse of Othmani Khilāfah in 1924. Now it is time for Real Islam, Sharia and Sunni, to take the ruling of Islamic State over. The revival of Khilāfah means we are walking towards the right path of satisfying Allah who orders us to leave all sorts of governing people except applying Sharia and Sunni. That is the true way to get happiness in both lives; here in the world and in the Day of Judgment.

On the other side, the announcement of Khilāfah shocked the non-Muslims, such as jews, Christians, rafiddah, other sorts of kufar and tawaghits negatively. All together announced their coalition publicly to fight the Islamic State. The big question is "WHY?". Because all of them deeply know that the path of applying Khilāfah means the end of them altogether sooner or later.

Finally, it can be said that the revival of Khilāfah amazed true Muslims who were inside or outside the Islamic State whereas it upset and troubled the non-Muslims all over the world.

3- Read the text again and answer the questions below.

a. Who announced the revival of Khilāfah?
b. How was the reaction of the announcement of Khilāfah on both Muslims and non-Muslims?
c. What does the revival of Khilāfah mean?
d. Do you think that applying Khilāfah is the right way in life?
e. Why are all the non-Muslims and tawgheed afraid of the announcement of Khilāfah?

4- Match the words with their meaning.

Words

a. revival
b. surprised
c. shocked
d. eager
e. collapse

Meaning

1- an unexpected event, or the feeling caused by something unexpected happening
2- to fall down suddenly because of pressure or having no strength or support
3- when something becomes more active or popular again
4- wanting very much to do or have something, especially something interesting or enjoyable
5- a sudden, unexpected and usually unpleasant event or experience

Assignment:

Summarize the text of "The Announcement of Khilāfah" in no more than 40 words.



الأهداف
أن يراجع الطالب دروس الوحدة الأولى

Test yourself

1- Fill in the blanks with words taken from the box:

independent	dedicated	approximately	distance
disabled	academic	qualifications	

a. _________ 35 % of the students come from the country side.
b. He was _________ in the accident.
c. It is just a short __________________ from here to the university.
d. A lot of _______________ workers work in their factory.
e. All lecturers are ____________________.
f. He left school with two ______________.
g. We wanted to create an __________ learner.

2- Make a conversation asking someone to do something and show the agreement in these situations.

a. ask someone to repair your bike
b. ask someone to explain the meaning of one of the Messenger's hadeith (peace be upon him)
c. ask someone to carry a heavy box
d. ask someone to show you where to rent a car

3. Guess the illness! Make use of the words in the box below.

cholera	flu	food poisoning	cold	appendicitis

A: I have a temperature, diarrhea and fever.
B: I think you've got a _______________.

A: My stomach is aching too much.
B: I think you've got a ______________.

A: I can't stop sneezing, and I have a sore throat.
B: I think you've got a ____________.

3- Complete these two conversations using may, may not, might, might not must, or can't.

1- You're expecting Ahmed to ring. The phone rings. It _____ be Ahmed.
2- There is a knock at the door. Your mother says it might be Ali, but you know Ali is on holiday. It ___________ be Ali.
3- Your brother is looking for his bag. You think it's possible that it's in the living room. It _____________ be in the living room.
4- They're speaking Arabic. They ____________ be foreigners.
5- Their bed room lights are off. They ___________ be asleep.
6- It's very cold here. The heating ______________ be on.
7- She's passed her driving test. She ____________ be happy.

Vocabulary

fluency (n.)	طلاقة
stomach ache (n.)	ألم المعدة
sneeze (n.)	يعطس
painkiller (n.)	مسكن للألم
symptoms (n.)	أعراض
poisoning (n.)	تسمّم
appendicitis (n.)	ألتهاب الزائدة الدودية
migraine (n.)	الشقيقة: ألم منتصف الرأس
decongestant (n.)	علاج ضد الاحتقان
nausea (n.)	غثيأن
abdominal (adj.)	بطني
qualifications (n.)	مؤهلات
impaired (adj.)	فاسد
respiratory (n.)	الجهاز التنفسي
circulation (n.)	الدورة الدموية
digestive (n.)	الهاضوم
nervous (adj.)	عصبي
sensory (adj.)	حسي
detect (v.)	يستكشف
sore throat (n.)	ألتهاب اللوزتين
foreigner (n.)	أجنبي

Unit Two

Reciting the Quran

Lesson 1	**Fluency 2**
Lesson 2	**Joining University**
Lesson 3	**Reciting the Quran**
Lesson 4	**Importance of Second/ Foreign Language**
Lesson 5	**Test yourself**



الأهداف
1-أن يستخدم الطالب أساليب الشكر
2- أن يجيب الطالب على أساليب الشكر

Fluency -2-



1- Before you start.

"Don't mention it."

When do you say a sentence like that?

- The dialogue below is in wrong order.
- First, number it in the right order and then work in pairs.

Big thank for you Mum

a. Shopper: Thanks a lot. ☐
b. Shop assistant: How about Sahih Al-Bukhari? ☐
c. Shop assistant: Can I help you, brother? Are you looking for something in particular? 1
d. Shopper: That's great idea. Thanks, can you wrap it for me?
e. Shop assistant: Don't mention it. ☐
f. Shopper: Yes, I am looking for a gift for my mother. I wonder if you could give me some ideas. ☐
g. Shop assistant: Well, what kind of things does she like?
h. Shopper: She likes reading Islamic books. ☐
i. Shop assistant: I sure can. ☐

Check your answers in the box below. (Turn it upside down)

c = 1 f = 2 g = 3 h = 4 b = 5 d = 6 i = 7 a = 8 e = 9

Check your answer in 1.

2- Answer the questions below.

- Is the previous dialogue formal or informal?
- When do you say thank you? Tick the situation(s) below.
    a. When you buy something in a store.
    b. When you get change in a shop.
    c. When you borrow your friend's pen.
    d. When your friend gives you back your book.
    e. When a waiter brings your food.
    f. When a waiter clears the table.
    g. When you get off the bus.
    h. When someone holds a door open for you.

- What does our Messenger say about thanking people?
- If you don't say thank you, is there anything else you say? Does it vary according to the speaker's status or age?

Thanking

There are many means of expressing "thanking" such as:

a. Jazaka Allahu Khayrn. (Islamic expression)
b. Barak Allahu Feekum. (Islamic Expression)
c. Thank you. Thanks a lot.
d. That's very good of you.
e. I appreciate it.

Responding to thank

To respond to "thanking" we usually say:

a. Jazakum Allah Aljanah. (Islamic expression)
b. Wafeekum Baraka Allah. (Islamic expression)
c. Don't mention it.
d. All my pleasure.
e. No problem.

Assignment: Show how to thank someone in the situations below and the responses:

Example:

A: Thank you very much for your help. (Thanking)

B: Not at all. (Respone)

Now make use of the forms of thanking and response you learn in this lesson. Answer the question below.

What do you say when…

a. a shop assistant gives you your things you buy?

b. you borrow a pen from your friend.

c. your friend gets your book back?

d. a waiter brings your food

e. someone holds a door open for you?



الأهداف
أن يستخدم الطالب خطوات كتابة فقرة ما

Joining University



1- Before you start.

- Do you want to go further on with your studies?
- What are you going to study at university, if you go there?

2- Match the noun or the noun phrase to each of the following verbs:

a. apply to	1. a subject
b. attend	2. certificate
c. enrol at	3. an exam
d. obtain	4. a university
e. take	5. a college
f. study	6. a university

3- Writing stages

There are five stages in the process of writing a paragraph;

1.Think	2.Organize	3.Write	4.Edit	5.Rewrite

What does each stage mean? Study the details of each of five stages of writing a paragraph.

(1) Think

Who is it for?
What is it about?
Where can I find more information?

(2) Organize

What is the writing plan?
How many paragraphs do I need?
What information should be in each paragraph?

(3) Write

The first draft = writing for the writer himself

(4) Edit

Does the first draft make sense?
Have I made any mistakes in spelling, grammar or word order?

(5) Rewrite

Correct any mistakes.

The final version of the paragraph = writing for the reader.
Respond to the five stages of writing above and write a paragraph about joining a college you would like to.

Assignment:

Write two forms of a paragraph; draft writing (write) and final writing (rewrite) about a topic you choose. Make use of stages of writing.



الأهداف
أن يميز الطالب بين الصفات التي تنتهي بـ(-ing)
والتي تنتهي بـ(-ed)

Reciting the Quran



1. Before you start.

Answer the questions below.

a. What is the opposite of interesting?

b. Is there a difference between "boring" and "bored"?

1- Read the text and write the adjectives which end with "ing" or "ed" in the chart below. Add similar adjectives from your own?

Every Muslim is interested in reciting the Quran. However, it is frustrating to find some people who are still away from reciting the Quran. Therefore, we advise such people not to be frustrated because if they start reciting it, they'll find it very interesting. They'll never get bored with it. The best way of not being bored is to deeply recite the Quran now and then, because it makes you feel satisfied, convinced and relaxed.

-ing adjective	-ed Adjective	-ing adjective	-ed adjective

2- Read the text again and check your answers in 1.

Rule

Adjective ending "–ing" or "-ed"

Adjectives ending -ing describe something that we are reacting to (outside us). In other word, they are used to describe the things or people that cause the feelings, e.g. My work was tiring.

Adjectives ending "–ed" describe our feelings and reactions (inside us). In other words, they talk about how we feel, e.g. It made me tired. **(See pages 89-90)**

3- Underline the correct word.

a. She is not very (interested / interesting) in fashion. She prefers books.
b. I saw a very (excited / exciting) IS DVD last night.
c. This book is very (bored / boring). I fall asleep whenever I try to read it.
d. We were very (frightened / frightening) when our car broke down in the desert.
e. He is a very (interested / interesting) person. He has lots of great stories to tell.

Assignment

Choose the right adjective.

a. That little boy always wants more to eat. He's never ____________ . (satisfying / satisfied)
b. The assistant manager lost his job because everybody was __________ by his lies. (disgusting / disgusted)
c. When we got back to town, we saw the ___________ damage done by the crusade plane bombing. (worrying / worried)
d. The last IS DVDs were _____________(exciting / excited) Everyone was really ___________. (exciting / excited) Everyone was ____________ at the speed of those fighters in the battle. (amazing / amazed).



الأهداف
أن يقرأ الطالب نصاً عن أهمية تعلم لغة أجنبية

Importance of Second / Foreign Language

1- Before you start.

- How many languages do you know?
- What is the mental benefit of learning a foreign language?

2- Read the article and answer the questions on the next page.

A recent study says that speaking two languages can help old people to keep mentally active. Young people learning a second or a foreign language can keep them mentally active when they get older. A group of researchers at one university carried out some experiments. Then they asked 104 people between the ages of 30 and 88 to do them. From the tests, the researchers found out that people who can speak two languages are good at thinking fast. The group carried out different experiments and concluded that being bilingual can help old people to think quickly.

The group thinks that speaking different languages is very good for you and your brain. Half of the people who did the tests came from Indonesia and only spoke their mother tongue. The other half came from India and could speak English and a language called Tamil. The group tested the two halves in vocabulary skills and mathematics ability. They checked how fast the people did the activity. The ones who spoke two languages did the exercises quickly and well. The people who spoke only one language weren't as good.

Learning a second or foreign language when we are young can help us when we are old. Leaning in general can certainly help the brain to stay active.

a. What did the study show?
b. Who did the test?
c. Are people who can speak two languages good and fast in different activities?
d. Where are the two halves from?
e. What did the researchers conclude from doing different experiments?
f. What is the effect of learning on the brain?

3- Match the words in list A with their meaning in list B.

List A	List B
a. discover	1. always ready to do things
b. bilingual	2. relating to the mind
c. mental	3. find out
d. investigate	4. find out something
e. active	5. able to speak two languages

4- Fill in the blanks with words from the box, make the necessary changes.

active	carry out	brain	foreign	mental

a. Keep reciting and memorizing the Quran help your ____________to be active.
b. Scientists have ____________ many experiments on two types of animals.
c. Her physical and __________ health had got better.
d. Don't shake hands with a ___________ woman.
e. Muslims always take a more _________ role in life.

Assignment:

In no more than 60 words summarize the article "Importance of Foreign Language ", mention the most important points.



الأهداف
أن يراجع الطالب دروس الوحدة الثائية

Test yourself

1- Fill in the blanks with words or phrases taken from the box below.

investigating	recent	conclusion	bilingual	experiments	active

My grandfather is very _______________ for his age.
I have come to the _______________ that he is very brilliant.
They did ______________ on rats to test the drug.
I have got a _______________ dictionary.
Safety procedures at the airport are currently under _____________.
They demanded that Ali should bring a ________________ photo.

2- Fill in the blanks with adjectives which end with "-ed" or "-ing"

1- It was a very ____________day. (tired / tiring)
2- This programme is very_____________. (bored / boring)
3- I saw a very _____________sight last year. (fascinated / fascinating)
4- Yasser was ___________, when he was asked to address a word. (embarrassed / embarrassing)

3- There are many ways to express thanks. Respond to the following situations as Muslims and English people.

Thank you very much for your great help.
Thanks a lot for your cooperation.
Jazaka Allahu Khayrn. (Islamic expression)
Barak Allah Feekum. (Islamic Expression)
That's very good of you.
I appreciate it.

4- Write in no more than 100 words about the importance of foreign / second language. Follow the steps of writing (Think… Organize… Write… Edit…Rewrite)

Make use of the Writing Stages in lesson 2 to write a paragraph.

Vocabulary

attend (v.)	يدرس
draft (n.)	مسودة
frustrating (adj.)	مُحبط
convinced (adj.)	مقتنع
disgust (adj.)	مقزز
experience (n.)	تجربة / خبرة
bilingual (n.)	ثنائي اللغة
mental (adj.)	فكري
brilliant (adj.)	ذكي
procedure (n.)	إجراءات
demanded (adj.)	مطلوب
appreciate (v.)	يقيم / يقدم

Unit Three

Tariq bin Ziyad



الأهداف
1- أن يعبر الطالب عن أسلوب الدعوة إلى الوليمة
2- أن يعبر عن أسلوب القبول والرفض للدعوة

Fluency - 3-

"Make Yourself at Home"

1- Before you start.

- What do you do if you receive a card like this? →
- Would you like sending a card like this? →

Abo Omar invites you for dinner at Al-Salam Rest. At 8:30 next Friday.

Making, accepting, and refusing invitations

2- Look at this dialogue and decide where the sentences in the box go.

a. Then we could go on to your parents.
b. At about eight o'clock
c. That's a great idea!
d. Would you like to go?
e. We're already going out that evening.

Amar: I just got this invitation from Ali and Ahmed. They're having a barbecue next weekend with some friends. (1)________________ .
Salman: Oh, I'm sorry, but we can't. (2) _________________________. We're going to my parents for dinner.
Amar: Oh, of course! What time do your parents expect us to be there?
Salman: (3) ____________________________________.
Amar: Why don't we go and see Ali and Salman on our way just for an hour? (4) ____________________________.
Salman: (5) ___________________________.

3- Work in pairs and act out the dialogue.

4- Discuss your answers to the following questions.

a. In your Wilaya, are people hospitable to brothers in Islam at their homes?
b. How does the host make the invitation, by letter, by phone, or in person?
c. How do you reply to the invitation? Do you have to reply immediately?
d. If not, how long can you wait before replying?
e. Can you take your friend or your partner?
f. What time is usually a dinner invitation?
g. What time should you arrive?

5- Look at this formal invitation and answer the questions.

> **Professor Omar invites**
> **Khalid Azzam and guests to dinner**
> **at home on Friday, at 7: 30 p.m.**

a. Who is the invitation for?
b. What is it for?
c. What time should the guests arrive?
d. What should they do when they know if they can go?

6- Study the function's table.

Making invitations
Would you like to have dinner with us?
How about having a cup of tea with me?
Let's go out for a meal.
Are you free for lunch on Friday?
Why don't you go for a picnic on Sunday?

Accepting invitations
I'd love to.
Thank you that would be great!
That's a great idea.
I am very pleased to accept your kind invitation.

Refusing invitations
I'm sorry, but I'm going out that evening
No, I can't make it.

Assignment:

Make two invitations and then accept the first one and refuse the second one.



الأهداف
أن يميز الطالب بعض المفردات عن خطوط الطول والعرض

Latitudes and Longitudes

1- Before you start.

- What is this figure about?



2- Read the text below and label the figure with words from the text.

Where is Raqqa city? Where is Mosul city? Where is Sirte city? We can locate any city on Earth by using latitudes and longitudes lines. Using these lines can give us the position of any place on the Earth. Where do the lines of latitude run around? They run around the Earth. What are latitude and longitude lines? Latitude lines are the position north or south of the equator measured from 0^{o} to 90^{o}, whereas longitude lines are the distances of places east or west of an imaginary lines from the top to the bottom of the Earth, measured in degrees. The most important line of longitude is the Greenwich Meridian (0^{o}), which runs through London. GMT, Greenwich Mean Time, an international time, is taken from this line. So where is Raqqa city? It is on latitude 36^{o} north and longitude 36^{o} west. Mosul is also on 36^{o} north, but on 43^{o} east, whereas Sirte is on latitude 31^{o} and longitude 17^{o} east.

3- Look at the table and answer the questions.

City	Latitude (°)	Longitude (°)
Tokyo, Japan	35 N	139 E
Beijing, China	40 N	116 E
New Delhi, India	28 N	77 E
Mosul, IS	35 N	43 E
Helsinki, Finland	60 N	25 E
London, England	51 N	0 W
Moscow, Russia	55 N	37 E
Washington, D.C., USA	40 N	77 W
Wellington, New Zealand	41 S	174 E

- How many columns are there in the table above?
- What does this table show?
- What is the measurement unit of the second and the third columns?
- Which city is the nearest to the equator?
- Where does such information come from?

4- Discuss the questions below.

- Do you find the table difficult to understand?
- Is this table easy to understand?
- How do you improve such tables?

5- Fill in the blanks with words from the box.

equator latitude longitude located position imaginary

a. The distance between east and west is called ____________________ lines.

b. The USA victory against IS is set in an ____________ story.

c. Sudan and Singapore lie on the _____________.

d. Our camp is _______________ among heavy trees.

e. At these ________________the sun does not rise at all on winter days.

f. If you want to see your __________ check that on Google Earth.

Assignment:

Look at the table in the lesson 2 and write about the cities mentioned in it showing the latitude and longitude lines for each city. Write no more than 80 words.

Start like this…

Tokyo city, which is in Japan, locates on latitude 35^0 N, and longitude 139^0E, whereas …



الأهداف
أن يفرق الطالب بين صيغ التعبير
عن المستقبل

From Raqqa to Nigeria

1- Before you start.

- Look at the two answers of the question, which one is correct?

What are you doing tomorrow?

- I will travel to Asham. - I am travelling to Asham.

2- Read the text below and then answer the questions.

- Are there any differences between the italic verbs?

Mustafa *is travelling* from Raqqa to Nigeria to see his uncle Mohammad, who joins Buko Haram there, tomorrow. He *is* staying with him for two weeks. (The mobile phone is ringing now.)

Ali: Assalam Alaykum. How are you?

Mustafa: Waalaykum Assalam Ali. How are you, too.

Ali: Would you like to come with me to watch the applying stone limit on a couple of adultery in the city centre this afternoon?

Mustafa: "Oh! That's good idea. I'*ll meet* you now and I *will bring* my wallet. I *am going to exchange* some money I need them in my way to Nigeria".

Ali: OK. I'*ll see* you then. (See pages 90-93)

3- Look at the example below, write similar ones. Make use of the prompts below.

a. is travelling… 1. a decision taken at the moment
b. 'll meet 2. a promise
c. am going to exchange 3. a plan carried out by the help of others
d. 'll see 4. a plan in the mind of the speaker

Example: The form "*is travelling*" is a plan can be carried out by the help of others. (See pages 91-95)

Now check your answers in 1.

4- Complete the sentences with the forms "be + doing, will + infinitive or be + going to + infinitive".

a. What are you __________ (do) tomorrow?
b. I ____________ (visit) my grandfather.
c. Look at those heavy clouds. It ____________ (rain).
d. What would you like to do in the future? I ___________ (work) as an engineer.
e. I think they ________ (carry out) the mission for us next week.
f. I’ve got a headache. OK. I __________ (bring) you an aspirin.

Assignment:

Put each verb in brackets into a form of will, going to or present continuous. More than one answer may be possible.

- Have you heard the news? Salman __________ (join) Al-Usrah army.
- Sorry to keep you waiting. I (not be) _____________ long.
- According to weather news, it (snow) ___________________ tomorrow.
- I'm sorry I can't meet you tonight. I (go out) ______________ with my parents to visit my grandfather.
- Our teacher (give) ____________ us a test next week.



الأهداف
1-أن يقرأ الطالب نصاً عن طارق بن زياد
2-أن يجيب على أسئلة النص

Tariq bin Ziyad

1- Before you start.

- Where did the word "Gibraltar" come from?
- What was the original name of Spain?

Islamic armies reached what is called nowadays Morocco in the year 681 AD. They were not able to go further west because of the Atlantic Ocean. They decided to go to the north towards Andalusia, which is called Spain nowadays. The Muslim leader, Tariq Bin Ziyad, led the Islamic armies across the strait of Gibraltar. They conquered Toledo which was the capital of Andalusia at that time. Muslims ruled it for several hundred years.

Cordoba was as beautiful city as Baghdad and Damascus when it was ruled by Abdul Rahman Al-Nasir, who left his noticeable figure prints on various fields. His greatest achievement was in building a great masjid which its ruins still exist today. Muslims made beautiful gardens and planted various farms. They paved roads which were clear and lit at night. They set up the first paper factories in Europe. The University of Cordoba was a good example of higher learning process. Muslims placed the cornerstone of the scientific developments which guided the world to progress and build civilization. Muslims showed an excellent ruling of Andalusia for several centuries.

Answer the following questions:

a. Where did the Islamic armies reach in 681?
b. Who is Tariq bin Ziyad?
c. Why didn't they go further west?
d. How long did Muslims rule Andalusia?
e. What did Muslims do in Spain?

2- Fill in the blanks.

a. The Muslim armies reached _________in the year___________.
b. They were not able to go further west because of __________.
c. The Muslims captured __________ which was the capital of Spain.
d. The Muslim ruled Spain for ____________.
e. Cordoba was as beautiful as ____________ and _____________.
f. Muslims paved roads which were __________and __________at night.

3- Write T if the statement is true and F in not:

a. The Muslims could not reach Morocco because of the ocean. (   )
b. The Muslims were led by Tariq bin Ziyad. (   )
c. The Muslims ruled Spain for several days. (   )
d. The Muslim guided the world to progress and civilization. (   )

4- Match the words with their meaning.

a. Achievement	1. to take control of foreign land
b. Fingerprints	2. arrange or organize
c. cornerstone	3. something of great importance
d. set up	4. the pattern of curved lines on figure or thumb
e. ruins	5. something is spoilt or destroyed
f. conquer	6. to succeed in finishing something

Assignment:

In no more than 60 words summarize the article about "Tariq bin Ziyad."



الأهداف
أن يراجع الطالب دروس الوحدة الثالثة

Revision

1- Fill in the blanks with words from the box.

exchange	mission	adultery	columns	invitation

a. People who commit ____________ in Islamic State are stoned.
b. There are three ___________ in this article, all talk about jihad.
c. We are really happy to accept your ________________.
d. Our _____________ was to isolate the enemies' supporting lines over the bridge.
e. Many soldiers were killed during the _________ of fire.

2- Match the words with their meaning.

a. locate	1. the lowest part of something
b. imaginary	2. an imaginary line drawn around the middle of the Earth
c. bottom	3. the amount of space between two places
d. distance	4. something which created by and exist in mind
e. equator	5. be situated

3- Look at the invitation card on the right and then answer the questions.

a. Who invites his guests?
b. What is the invitation for?
c. Where is the invitation?

Mohammad Amar invites you our dearest guests for his son dinner's wedding at home on Thursday evening.

Now you receive this invitation card, what would you say if you accept it? But your brother apologizes for the invitation, what does he say?

4- Correct the verbs in the sentences below.

a. Do you think Omar is going to get the job?
b. Look! It's 8:30. We will be late.
c. What will you do tomorrow?
d. They are probably arriving at 10 o'clock.
e. She is opening the newspaper. She will read the article.
f. I go swimming next Friday. Would you like to come?
g. The weather news says it is rainy tomorrow.

5- In no more than 100 words write a paragraph about an Islamic character.

Vocabulary

latitude (n.)	دوائر العرض
longitude (n.)	خطوط الطول
barbecue (n.)	شواء
locate (v.)	يقع
equator (n.)	خط الإستواء
adultery (n.)	زنا
achievement (n.)	أنجاز
conquer (v.)	يفتح / ينتصر
ruins (n.)	آثار / أنقاض
mission (n.)	مهمة
isolate (v.)	يفرد / يخصص / يعزل
apologize (v.)	يعتذر

Unit Four

How can you remember?

Lesson 1	**Fluency 4**
Lesson 2	**Transportations**
Lesson 3	**A good night sleep**
Lesson 4	**How can you remember?**
Lesson 5	**Test yourself**



الأهداف
1- أن يسأل الطالب عن الأماكن او الأتجاهات
2- أن يسأل عن أماكن مختلفة



Fluency 4
Asking for directions
Giving directions

1- Before you start.

Look at those two children in the photo.

- What are they talking about?
- Do you usually ask people for things?

2- Work the dialogue in pairs. Then answer the question.

Official: Assalam Alaykum. Can I see your ticket, please?
Passenger: Waalykum Alsalam. Here you are.
Official: Is that your luggage?
Passenger: Yes.
Official: Window or aisle?
Passenger: I'll have an aisle seat, please.
Official: There you go; brother .Here's your pass. Boarding begins at seven o'clock.
Passenger: And what gate does it leave from?
Official: Sixteen, brother.
Passenger: And how do I get to gate sixteen?
Official: Go along here and follow the signs for "Departure". You'll see the gate number when you go through into the lounge.
Passenger: OK. Thank you.
Official: Have a nice day, brother.

-Where do you think the dialogue is taking place?
Tick the right answer (a, b or c)

a. at hospital b. at police station c. at an airport

3- Study the function's table.

Asking for directions

Excuse me. How do I get to the hospital?
I'm looking for the train station.
Excuse me, Could you tell me where the bus station is?

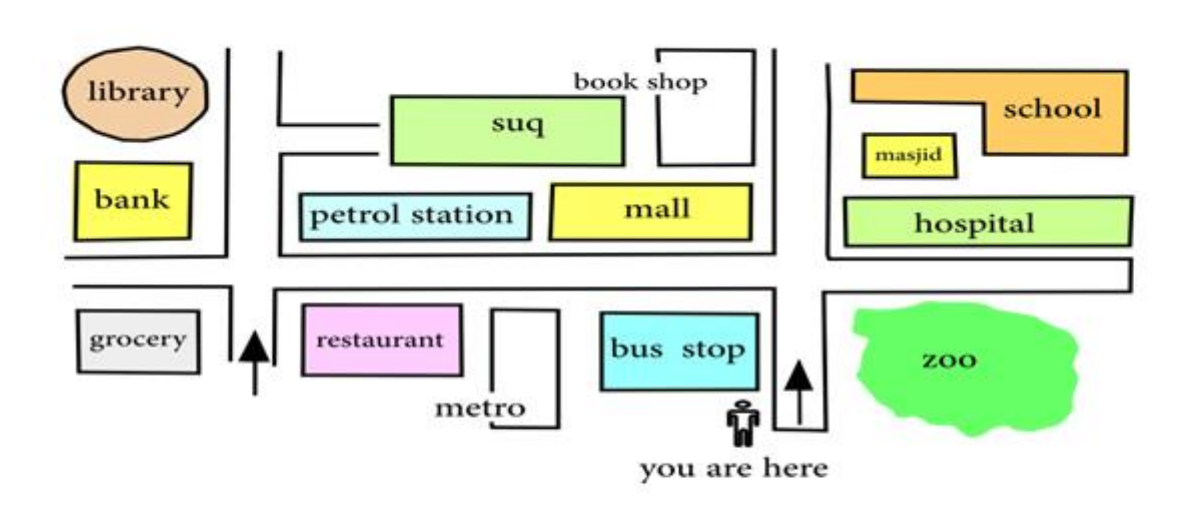
Giving directions and describing position

Go up / Go down / Go along this street.
Go straight ahead. Go to the end of the street.
Turn left / Turn right. It's at the intersection.
Take the first /second turn on the left / on the right.
It's four blocks up / down on your left.

Asking for travel information

Where do I get a car to Asham?
What platform does the train to Raqqa leave from?
What gate does the plane to Al- Madinah leave from?
How long does the flight to Pakistan take?
How much is a trip to Tripoli?
What does it cost to get to the peninsula of Arabs by taxi?
Where do I get the connection to Halab?
What's the quickest way to get across town?
How far is it to Dramadi from here?

4- Look at the map



Make use of the map and write a conversation asking about police station/ hospital/ bus stop/ petrol station/ school / suq / library.

Example:

A: Excuse me. How can I get the library?
B: Go along this street. Turn left. Go to the end of the street.
The library will be on your left, next to the bank.
A: Thank you very much.
B: You're welcome.

Now make similar conversations.

Assignment:

Look at the map in 4 and write two different conversations asking about places such as zoo, metro, grocery store etc.



الأهداف
أن يتحدث الطالب عن وسائط النقل المختلفة

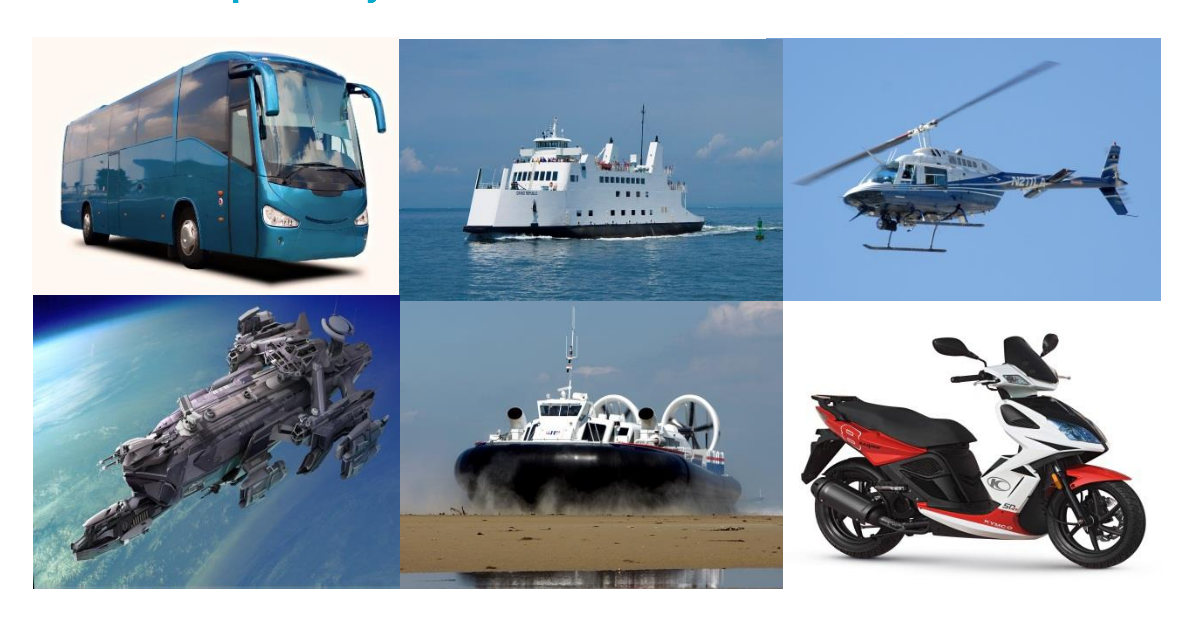
Transportations

1- Before you start.

- Which transportation method do you prefer? Why?
- What do we call the vehicle which can move over land or sea?

2- There are many means of transportations; such as bus, car, motorbike, train, boat, ferry, plane, ambulance, bike, helicopter, coach, tram, ship, yacht, spaceship, lorry, hovercraft, moped, taxi etc.

-Match the photos you find with some of the words above



- Can you add other means of transportation?
- Everyone can use any of those means of transportations except one which is used by very specialized people. What is it, guess?

3- Classify the means of transportation into three groups; land, sea and air.

Land	Sea	Air

4- Work in pairs. Follow the example.

A: What is the vehicle which is used to carry goods by road?
B: Is it small or large?
A: It is large.
B: I think it is a truck.
A: Good. What about the small one?
B: I think it is a pick-up truck.
A: Excellent.

Now make similar dialogue. Make use of the following information.

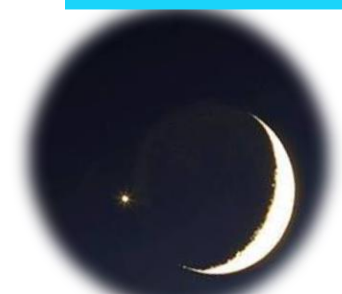
- a vehicle spends a lot of time on motorways carrying people from one place to another
- it has no roof and often goes faster than a car
- it takes people to hospital
- it take people around or work or student to school
- it carries a few people in the air
- it travels on top of the water
- it travels about 900 kilometer per hour (kph)
- it travels on rails
- a lot of families own it
- it travel quite slowly and it takes people across water
- it goes long journeys across water, it carries people and goods
- it has two wheels, carries only one person and has a very small engine
- it runs on rails and it has several carriages

Assignment:

Write ten sentences using the adverbs of frequency (always, usually, sometimes, often, never, ever, rarely etc.) describing various means of transportations. Example: I never travel by sea







A good night sleep

1- Before you start.

- Look at these two statements. What is the difference between them?
  He said, "I don't think so." He said (that) He didn't think so.
- Look at the sentences numbered below in the interview. What do we call each one?

Interviewer: Dr. Abdullah (1) "Do you think sleep is a waste of time for teenagers? Dr. Abdullah said, (2) "I don't think so." "Teenagers should take enough sleep to grow healthy and stay strong.

Interviewer: "What do you advise the teenagers who stay up late?"
Dr. Abdullah said (3) "Go to bed at the same time every night." "Don't do anything exciting before bed; instead recite some verses from the Quran." Now you know what to do before sleeping, you will feel much better in the morning. Finally, we can say that sleep is not a waste of time.

Note: *"I don't think so."* Is called direct speech. When we often tell people what other people have said, it is called reported or indirect speech, e.g. *Dr. Abdullah said that he didn't think so.*
Sentence No. (1) in the interview above is called "Question", No.(2) is "Statement" and No. (3) is called "Request

Now check your answers in 1. Find other examples in the interview

Notice:

"I" is changed into "he", "do" is changed into "did" Note: Brackets ( ) mean that you can use "that" or not, both are correct.

(See more in pages 94-97)

2- Report the statements below.

a. He said "We sleep few hours at night."

b. He told us, "I do not stay late up late"

3- Change into indirect.

a. He said (that) he took part in many battles against his enemy.

b. They told us (that) they had captured several war prisoners.

4- Look at the examples below and then change the question into reported speech.

We asked him, "What are they?" We asked him what they were.

He asked him, "Is it ready to use?" He asked him if it was ready to use.

a. "Are you still at college?" Saad asked me.

b. I asked him, "What are you reading this week?"

Assignment:

Change the statements into reported speech.

a. "They won the match." They said.

b. He said, "I am working outside this city."

c. "We arrived home late yesterday." They told us.

d. She said, "I will help you."

e. Salman asked Ali, "Where have you been?"

f. "Did you remember Bakr?" he asked him.



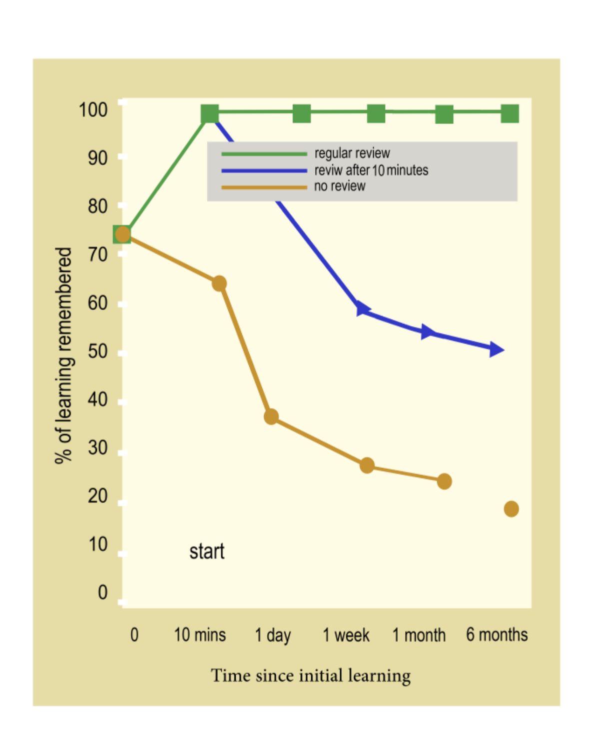
الأهداف
أن يقرأ الطالب نصاً عن التذكر للإمتحان

How can you remember?

1- Before you start.

- Is it important to revise the information you learn from time to time?
- How long does it take to forget the information we learn?

2- Look at the first graph which shows the percentage of learning remembered, (vertical) and the time since initial learning (horizontal). Three colours are used, green one which shows regular review, blue one review after ten minutes and the brown one which shows no review.

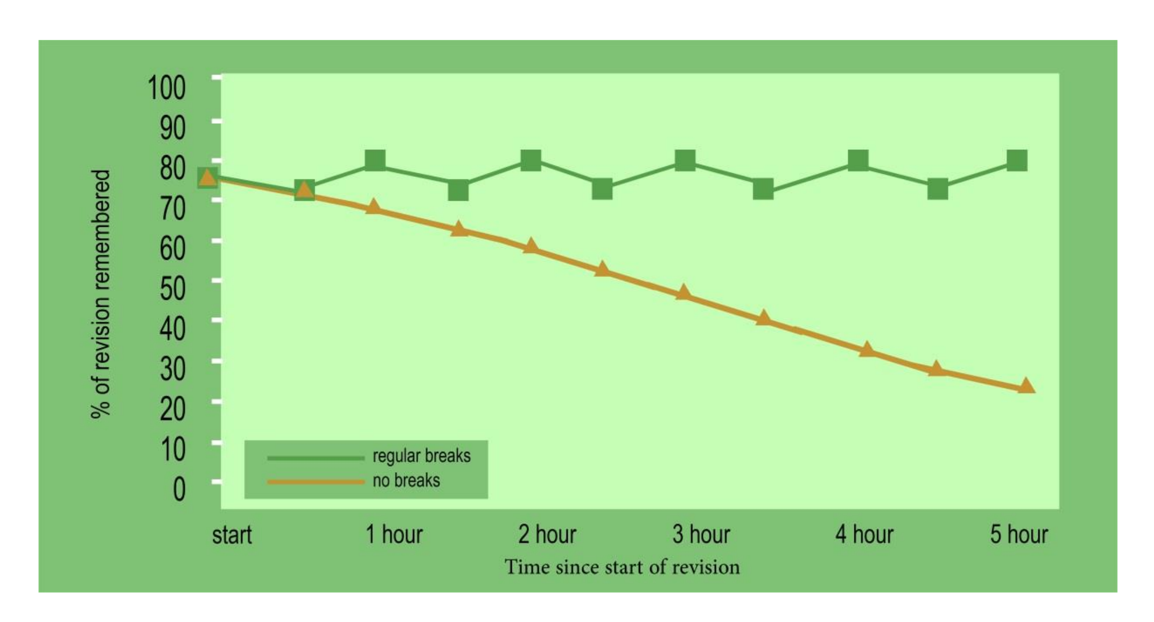


Now read and check your answers in 1.

Within 24 hours of learning, we almost forget 80% of the new information and after a month only about 10% remains. The big question is how we can stop or reduce the loss of information. Simply, the answer

is reviewing regularly. Does it need to revise every day? Not necessarily, but the first revision is very important which must be after 10 minutes. If you look at the blue line how it raises memory to 100%, but if we do not look at the information again, we will forget nearly everything over time. Thus, it is very important to revise regularly. If we revise after one day as shown in the graph, one month and then six months as shown in the green line, we will remember the information for ever, because the information will be now in long-term memory.

What happens while revising? Which revising hour is the best for us, first, second etc.? Which information can we remember better, the first one or the last one? When we revise for a test, for example we need nearly 4 hours, the information in the first and second hours will probably be remembered better than the things you revise in the last two hours. The reason is that we revise the information without taking break after each hour. We should take at least 10 minutes break after an hour of revising. Look at the second graph and check how much information you can remember.



3- Answer the questions below.

- **How long does it take to retain 10 % of the new information?**
- **What is the best way to keep the information?**
- **Which information will be the best in a test, first hour of revising or the last hour?**

- **What do advise students while revising for long hours?**
  Do you agree with these ideas in this topic? Why? Why not?

4- Write T if the statement is true, and F if it is false.

a. **We nearly forget 80 % of the new information and after two weeks only about 10 % remains. (   )**
b. **The second revision is very important which must be after 10 minutes. (   )**
c. **It is important to revise regularly. (   )**
d. **The best revising hour is the last one. (   )**
e. **We forget the information while revising because we do not take break. (   )**

Assignment:

In no more than 50 words summarize the topic "How can we remember?"



الأهداف
أن يراجع الطالب دروس الوحدة الرابعة

Test yourself

1- Fill in the blanks with a proper word.

ferry	hovercraft	metro	coach	rocket

a. _______________ is a vehicle which flies over land or water.
b. _______________ is an underground electric railway system in some cities.
c. _______________ is a boat or ship for taking passengers and vehicles cross an area of water.
d. _______________ is a large cylindrical object which moves very fast.
e. _______________ is a long vehicle which takes groups of people on journeys.

2- Match the words with their meanings.

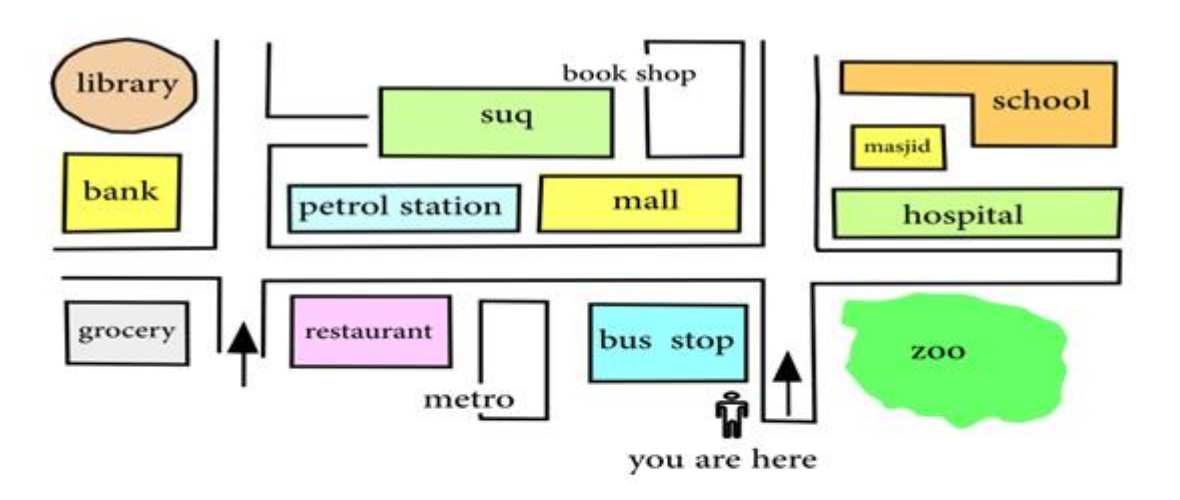
a. remain — 1. a particular way of doing something
b. memory — 2. to make something smaller in size, amount, degree etc.
c. method — 3. to stay in the same place
d. regular — 4. happening or doing something often
e. method — 5. the ability to remember information, experience, people…

3- Change into reported speech.

a. "My little brother needs to memorize Surat Baqarh" Ahmed told me.
b. "I'll be in Sham next July Insha'Allah" Saad said.
c. "I have washed the car" Yusuf said.
d. "What do elephant eat?" He asked me.
e. "Where are you going?" I asked him.
f. 6"Is this your car?" She asked me.

g. "Did you have it with you?" I asked her.
h. "Could you help me, please?" A stranger asked me.
i. "Don't sit in the middle of the road." My father told me.
j. "Slow down, check point ahead." My mother warned me.

4- Look at the map and ask and answer in pairs about: "mall, masjid, petrol station". Look at Lesson 2, ex. 4.



Vocabulary

transportation (n.)	وسائط نقل
ferry (n.)	عبارة بحرية
yacht (n.)	يخت
pick-up (n.)	شاحنة صغيرة
interrupt (v.)	يقاطع
verses (n.)	آيات
prisoners (n.)	مساجين
revising (n.)	مراجعة
cylindrical (adj.)	أسطوأني
amount (n.)	كمية

Unit Five

Smoking is prohibited in Islam



الأهداف
1- أن يميز الصفات من بقية أقسام الكلام
2- أن يضع الصفات حسب الترتيب

Things I own

1- Before you start.

- What parts of speech are these words: cheap, antique, crazy, ugly?
- Can you add words more from your own?



2- Look at the photographs (1-5). Match what these people say and write them in the small box.

I was walking down town when I saw this in a shop window, and I decided to buy it that day. I don't have any other any *antique*, but it looks *good* in my *big* room.

☐

I have had it for two years now. It was *expensive*, but in my opinion it was not *worth* it because it's the most *useful* thing in the kitchen.

☐

I think this is *great* because I like *unusual* furniture. Some people say it's not very *comfortable* in hot weather but I don't mind.

It's crazy, isn't it? Everyone laughs when they see it, but it works OK, and it makes me happy.



I don't really like it all because it's *old*-fashioned, and I prefer *modern* furniture. But I can't offered to change it and its quite *useful*. I can keep lots of things in it.



3. What we call the italic words in the five texts above?

4. Which order of adjectives is correct "a) or b)"?

a) I've bought a ***lovely long black*** leather belt.

b) I've bought a **lovely black long** leather belt.

- Look at the order of adjectives in the table below and check your answer in 4.

	opinion	size / age / shape	colour	Origin	material	nouns
a /an	beautiful	short / old / square	white	Turkish	wooden	
Some						
The						

- Add more adjectives to the table.

Rule

When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about: e.g.

a beautiful Arabic fashion (beautiful = opinion + Arabic = nationality)

Assignment:

The sentences below are incorrect, write them correctly.

a. **She bought a round, beautiful, Pakistani cloth.**
b. **He saw an ugly, blue, wooden, little wardrobe.**
c. **That is a red, new, terrible scarf.**
d. **I've got an expensive square old box.**



الأهداف
أن يميز الطالب بين الأفعال الظرفية

Speak up!

1- Before you start.

- What do we call the italic verbs in the dialogue below?
- Is there a difference in meaning between "look for" and "search"?

2- Work in pairs.

An interview between a boy and a presenter

Presenter: We are here today with Abdullah who had a strange experience last week.

Abdullah: Well, I was *moving up* the stairs to our flat in the fifth floor. I saw a flame *coming up* to the second floor.

Presenter: What were you doing at that moment?

Abdullah: I was *looking down* for my little brother who was at the third floor.

Presenter: You mean that your brother was in great danger?

Abdullah: Yes, indeed. The flames *speed up* very quickly. No time was *left out*. Thanks for Allah, someone had called the fire engine and *put out* the fire completely.

Phrasal verbs

Look!

The verbs in italic in the interview are called multi-word verbs which combine with one or two particles. If the addition of the particles changes the meaning of the verb, it is usually called a phrasal verb because it has the meaning of a phrase, e.g. The fire engine put out the fire.

Phrasal verbs are in three types:

1- **With object: Doctors *look after* sick people.**
2- **Without object: There is a check point ahead, *slow down.***
3- **Within object: He *gave up* smoking, he *gave* it *up* forever.** **(See pages 93-94)**

Now check your answers in 1.

3- Match the phrasal verbs with their meaning.

Phrasal verbs

a. The paper ran out, we need more.
b. We usually look after our poor neighbours.
c. Could you speak up? I can't hear you.
d. The man put the device on.
e. We have the permission to go ahead with the task.
f. She has to give up fatty food, it's dangerous.
g. We need to work out the total cost of the project.
h. Everyone is looking forward to accomplishing success.

Meanings

1- To stop trying
2- To calculate
3- To take care of
4- To operate
5- To start to do something
6- To speak in a louder voice
7- To feel pleased or excited
8- To finish

4- Look at the verbs in italic in the examples below and match them with the combined two or three particles.

a. I'm looking for my keys. Have you seen them?
b. Look out! There's a motorcycle coming.
c. The one who looks down on other people is called a snob.

1- verb + adverb + preposition
2- a preposition and / or an adverb
3- verb + adverb

Assignment:

Fill in the blanks with a proper phrasal verbs from the box.

get over	look forward to	take off	look out onto	drop in on

a. I ______________ participating one of the battles' fronts every summer.
b. One must ___________ his / her shoes before entering misjad.
c. Yasir was ill with flu, but he is ______________ it now.
d. Let's ____________ Omar while we are in Dirna.
e. Al-Waritheen hotel _____________ Tigress River.



الأهداف
1-أن يستخرج الطالب عبارات الطلب من النص
2-أن يحول عبارات الطلب الى كلام غير مباشر

Smoking is prohibited in Islam



1- Before you start.

- Where can you find such warnings? "Don't smoke!" "Stop smoking!"
- Do you agree with those warnings? Why? Why not?

2- Look at the italic sentences.

"Don't smoke" and *"Stop smoking"* are sentences you may hear or read everywhere. Another phrase you may hear is *"Stop smoking before it's too late"*. Firstly, smoking is prohibited in Islam based on the Messenger of Allah's hadith, (peace be upon him) "Hurt neither yourself nor others". Moreover, those warnings tell us that smoking is very dangerous. It damages your health. Warning statements are everywhere you find it on cigarette packets, it says, "Leave smoking

forever. It is one of the main reasons for cancer." Such phrases are not written on food, or drink packets, yet a number of people still smoke.

3- Look at the examples below and do as required.

a. He ordered us, "Stop smoking". (Direct speech)
- He ordered us to stop smoking. (Reported speech)

b. They asked me, "Would you carry these bags for me, please?" (Direct Speech)
- They asked me to carry those bags for him. (Reported speech)

- Look at the examples "a" and "b" abovex and guess which one is formal and which one is informal.

Rule

We use the infinitive (to do / to stay / to take etc.) in reported speech, especially with tell and ask (for orders and requests).
There are two methods of expressing requests: informal and formal.
Example for informal:
"Stay in bed for a few days." The doctor said to me.
The doctor told me to stay in bed for a few days.
"Don't speed up" I asked the taxi driver.
I asked the taxi driver not to speed up.
Example for formal:
"Would you mind opening that door, please?" a stranger asked me.
A stranger asked me to open the door.

-Check your answer in 3.
Now do the following.

a. "Could you open the door, please?" a stranger asked me.
b. The man asked me "Don't park your car here."
c. "Stop here "a man warned me".
d. "Turn the TV off" my father asked me.

Assignment

Change the sentences below into direct speech. You define if it is formal or informal.

1. He asked his older brother not backbite others.
2. She told her little sister to say the truth.
3. A stranger asked me to open the umbrella for him.
4. Her father told her to turn the TV off.
5. A friend of mine warned me not to speed up.
6. An old man asked me to carry his bags for him.



الأهداف
1- أن يقرأ الطالب نصاً إتخاذ قرار
2- أن يجيب على أسئلة النص

Once you decide

1- Before you start.

- How do you make a decision?
- Have you ever regretted a decision?

2- Read the text.

You may need to take a decision every day, every week, every month etc. But is your decision good or not? What are the steps of good decision-making? A lot of people make decisions without really thinking about them. They probably use their instinct and they believe that they just hope they have done the right thing. However, such a decision making is no good in business, or in big things in every day's life.

Making decisions is not a moment in time, but it is process. It can be said that making decision is embodied in six process steps:

1. Define the problem.
2. Imagine a successful solution.
3. Generate alternative possibilities.
4. Evaluate the possibilities.
5. Select the best possibility.
6. Tell people your decision.

Let's have a look at the example of the process of action. Let's define the problem first. You may come late to school. Secondly, let's imagine that the successful solution for this problem is to arrive 5 minutes before the first lesson. Now you need to generate a list of alternative possibilities, for example, take a taxi, go with your father's car, take the bus, ride your bike etc. You can go through those alternatives with your father or even with your friend and think of the difficulties of each alternative. Then it is time to select the best possibility. Finally, tell

people around you your final decision, but remember not all your decisions are perfect even if you follow the process of taking good decisions because you forget one important thing. It is to follow the advice of our prophet Mohammad (peace be upon him) before taking decision, you should pray to Allah to choose for you the best alternative to take the final decision. Thus, the good decision should be taken after istikhara (decisions) prayer, even if you discover later on it was not a good decision, but indeed it is good for you because no one knows which one is good or bad, but Almighty Allah.

3- Check your answers in 1.

4- Answer the questions below.

a. **Is it good to use instinct to take a business decision?**
b. **What is making decision?**
c. **How many steps one should follow before telling people his or her decision?**
d. **Do you think that the six process steps are active in a decision? Why? Why not?**

5- Write T if the statement is true and F if it is not.

a. **Very few people make decisions without really thinking about them. (   )**
b. **It is very good to use our instinct to take a decision in big things in every day's life. (   )**
c. **There is no need to define the problem in taking decisions. (   )**
d. **After studying the possibilities, one should select one of them. (   )**

Assignment:

Imagine you do not live in the Islamic State and you want to immigrate to it. Read the six process steps of make your decision .

1. **Define the problem.**
2. **Imagine a successful solution.**
3. **Generate alternative possibilities.**
4. **Evaluate the possibilities.**
5. **Select the best possibility.**
6. **Tell closest people your decision.**



الأهداف
أن يراجع الطالب دروس الوحدة الخامسة

Test yourself

1- Use the words in the box to complete the following sentences.

friendly	health	dangerous	difficult	harmful

a. It's important that young people understand the ___________and ___________effects of smoking.
b. With the help of your dictionary, checkup the meaning of the ____________ words.
c. Wherever you go in the Islamic state, you find _____________ people who are always willing to help.
d. One should look after his ____________.

2- Write adjectives in the table below from your own.

	opinion	size / age / shape	colour	origin	material	nouns
a /an	nice	large	black	Libyan	metal	person
Some						
The						

3- Match the words with their meaning.

a. decide	1. to find information for the first time
b. instinct	2. offering the possibility of a choice
c. process	3. to represent a quality or an idea exactly
d. generate	4. natural react or behave without thinking
e. alternative	5. a series of actions
f. discover	6. make up your mind

4- Match the phrasal verbs with their meaning.

- to reduce the volume - go on
- to stop operating - get over
- to operate something - turn down
- to continue - look after
- to care of - turn on
- to get better after an illness - turn off

5- Change the requests into reported speech.

1. "Don't shout" I said to my little brother.
2. "Could you help him, please?" she asked her brother.
3. "Please don't tell anyone what happened," the police said to the man.
4. "Slow down!" the old man asked him.

6- Change the reported speech into request sentences.

a. The teacher told them to keep silent.
b. He asked his boss to give him a ten-day leave.
c. She told him not to leave the baby alone.
d. The suspect asked the police not to accuse him of the crime.

Vocabulary

Prohibited (adj.)	محرم
antique (n.)	شيء قديم
ugly (adj.)	قبيح
leather (n.)	جلد
opinion (n.)	رأي
terrible (adj.)	فظيع
permission (n.)	إذن / إجازة / رخصة
snob (n.)	المتكبر
embodied (adj.)	المجسد / المتضمن
alternative (n.)	البديل
select (v.)	ينتقي / يختار
effective (adj.)	فعال
react (v.)	يستجيب لفعل
reduce (v.)	يقلل
crime (n.)	جريمة

Unit Six

Revision

Lesson 1	**Revision One**
Lesson 2	**Revision Two**
Lesson 3	**Revision Three**
Lesson 4	**Revision Four**
Lesson 5	**Revision Five**



الأهداف
أن يراجع الطالب دروس الوحدة الأولى

Revision 1

1- Complete the blanks below with words from the box.

food poising	influenza	migraine	cold	appendicitis

a. ____________ is an infectious illness which is like a very bad cold, but which causes a fever.
b. ____________ is an illness usually caused by eating food that contains harmful bacteria.
c. ____________is a painful swelling of a appendix that can be very serious.
d. ____________ is having a temperature lower than the human body.
e. ____________ is a severe continuous pain in the head, often with vomiting and difficulty in seeing.

2- How do you respond to someone who says thank you, write at least three ways.

3- "Not at all" a phrase you can say to express:

a. someone thanks you.
b. someone agrees to help you.
c. Both of them.

- Tick the right answer.

4- Complete with one of the following modals, "may, might, must, can't".

a. Students __________ think carefully before answering the question.
b. A: _____________ I sit there. B: Yes, of course.
c. Omar can speak English fluently, but he ___________ speak Chinese.
d. Take an umbrella. It _________ rain today.

e. One __________ think cautiously before speaking.

5- Write no more than 100 words about saving a wounded Mujahid. Make use of the prompts.

- **Wound in left leg**
- **Caused by fighter's bombing**
- **Not too much serious**
- **Received first aid**
- **Bled a lot**
- **Stop bleeding**
- **Take to hospital by ambulance**
- **Have a surgery operation**
- **Get over soon**



الأهداف
أن يراجع الطالب دروس الوحدة الثانية

Revision 2

1- Fill in the blanks with words from the box.

procedures	convince	mental	certificate	activity	brilliant

a. ______________is something relating to the mind.
b. ______________is the work of a group to achieve an aim.
c. ______________is someone who is extremely clever or skilled.
d. ______________is an official true document.
e. ______________ is to persuade someone or make them certain.
f. ______________is to set up actions.

2- Tick the proper adjective.

a. My work is really ____________. (tiring / tired)
b. I am ____________ in reciting the Quran. (interesting/interested)
c. Our victory against persian and crusaders troops was ______________to everyone in the world. (shocking/shocked)
d. If you feel _______________, why don't we go to have some fresh air? (bored/boring)
e. The news was _______________, everyone one was _________________. (surprising/surprised)

3- Complete the "Bs" replies to medical situations. Follow the example.

A: Someone has a headache.
B: You should take an aspirin.
A: Someone has a temperature.
B:
A: Someone has diarrhea.
B:

A: Someone has got flu.
B:

4- How many stages are there in writing a paragraph? What are they?

Write a draft of a paragraph, and then rewrite it as a final copy. In no more than 100 words choose any topic you like.



الأهداف
أن يراجع الطالب دروس الوحدة الثالثة

Revision 3

1- Fill in the blanks with words from the box.

GMT	limit	scientific	punishment	strait	ocean

a. There are many creatures live at the bottom of the __________.
b. __________is a path with a hard surface on one or both sides of a road.
c. Some people are fond of ___________ researches.
d. ____________is an abbreviation for Greenwich Mean Time.
e. There is a ___________against any crime in the Islamic society.
f. The ___________of Gibraltar is between Morocco and Spain.

2- Write your response to the following invitations.

A: Would you like to have lunch with us?
B: (refuse)
A: Are you free to visit injured mujahedeen in the hospital?
B: (accept)
A: Why don't you go abroad for higher study?
B: (refuse)
A: Let's go to Al-Ramadi front?
B: (accept)

3- Tick the incorrect sentences and say why.

a. Can you do judo tomorrow?
- Sorry, I'll study for the test.
- Sorry, I'm studying for the test.

b. What are your plans for the summer holiday?
- I'll have a course in Al-Sharia.
- I'm going to have a course in Al-Sharia.

c. What do you think about the weather tomorrow?

- It'll probably be dusty tomorrow.
- It is going to be dusty tomorrow.

d. What about next Friday?

- OK, I'll see you then.
- OK, I'm seeing you then.

e. She is buying a new car next week.

- Really, to whom is she buying?
- Really, to whom is she going to buy?

4- Write no more than 100 words about an Islamic character. Make use of the questions below.

- Who is he / she?
- Where was he /she born?
- What is he /she famous for?
- What were his /her most important achievements?
- What is your opinion about him / her?
- Would you like to be like him / her?



الأهداف
أن يراجع الطالب دروس الوحدة الرابعة

Revision 4

1- Guess what the vehicle is in the following descriptions?

a. ______________it has no roof and often goes faster than a car.
b. ______________it takes people to hospital.
c. ______________it take people around or work or student to school.
d. ______________it carries a few people in the air.
e. ______________it travels on top of water.
f. ______________it travels about 900 kilometer per hour (kph).
g. ______________a lot of families own one.
h. ______________it travel quite slowly and it takes people across water.
i. ______________it goes on long journeys across water, it carries people and goods.
j. _____________it has two wheels, carries only one person and has a very small engine.
k. ____________it runs on rails and it has several carriages.

2- Look at the arrows and write the word direction towards it.

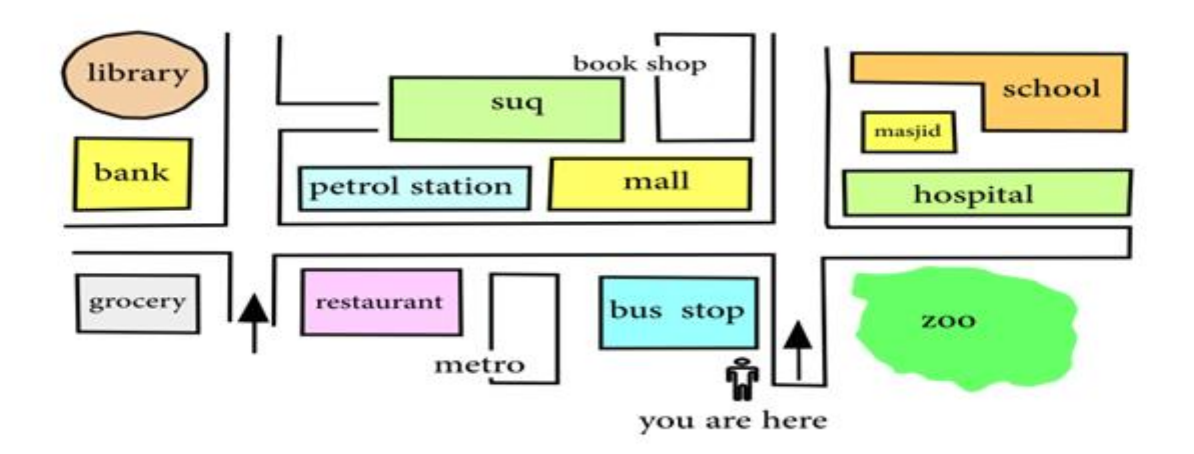
Example: ↑ This arrow refers to "Go up".

→

↓

←

Now look at the map and show the following directions. Make use of the prompts below.



Go up / Go down / Go along this street.
Go straight ahead. Go to the end of the street.
Turn left / Turn right. It's at the intersection.
Take the first /second turn on the left / on the right.
It's four blocks up / down on your left.
Ask for the mall, police station / hospital, you are in the bus stop.

3- Change the following into reported speech.

a. She said, "I need some help."
b. "Where have you come from?" he wanted to know.
c. "Does the bus stop here?" a woman asked me.
d. "We'll be home late tonight." They said.

4- Change the reported speech into direct speech.

a. She asked me if I was a teacher.
b. He said that they were having their lunch then.
c. He said (that) he had to leave straight away to Faluja.
d. She wondered why I had gone to the market.

5- Write no more than 80 words about "How can you remember?" Make use of the prompts below:

- 70% of learning remembered within 10 minutes
- Less than 40% of learning remembered within 1 day
- Less than 30% of learning remembered within 1 week
- Less than 20% of learning remembered within 1 month

- **Less than 30% of learning remembered within 1 week**



الأهداف
أن يراجع الطالب دروس الوحدة الرابعة

Revision 5

1- Look at the phrasal verbs in the text and find the explanation list below the text for each of them.

I often have to look after my little sister when my parents go out for the doctor. She is very sweet, and I think she looks up to me because I am a lot older than her. I had an exam the next day, so I was looking through my notes when I heard a noise, I looked round, but I couldn't see anything. I went on working until I heard another noise. It seemed to be coming from my sister's room, so I thought I'd better look into it so I opened the door and saw that she had two of my big books in front of her. "What are you looking up?" I said in surprise, because she is only just learned to read. "Oh! I'm not looking anything up," She replied. "I wanted something from my cupboard, but I'm not tall enough, so I used your book to stand on!"

List of expressions:

- to watch something happening
- to look at something above you
- to look at something below you
- be careful
- to read something quickly
- to visit a place

2- Look at the adjectives in the box and then put them in the chart below.

grey plastic round old hot lovely gold warm

	opinion	size / age / shape	colour	origin	material	nouns
A /an						
Some						
The						

3- Rewrite the sentences below in reported speech.

a. "Shall I do the washing-up Mum? My sister asked my mother.
b. "Would you like to visit Amar at hospital?" He asked me.
c. "Please Wait!" she told her little brother.
d. "Look out!" a boy told me.

Do you remember the six process steps in taking a decision?

- Define the problem.
- Imagine a successful solution.
- Generate alternative possibilities.
- Evaluate the possibilities.
- Select the best possibility.
- Tell people your decision.

In no more than 100 words express a decision you chose to make referring the six step process in sequence.

Vocabulary

painful (adj.)	مؤلم
swelling (n.)	تضخم / ورم
appendix (n.)	الزائدة الدودية
temperature (n.)	درجة الحرارة
cautiously (adv.)	بحذر
fighter's bombing (n.)	قنبلة طائرة
bleed (v.)	ينزف
ambulance (n.)	سيارة أسعاف
surgery (n.)	عملية جراحية
shocked (adj.)	مصدوم
diarrhea (n.)	إسهال
muscle (n.)	عضلة
pavement (n.)	رصيف
strait (n.)	مضيق
creature (n.)	مخلوق
rails (n.)	السكك الحديدية
carriages (n.)	مركبات
wonder (v.)	يتسائل
solution (n.)	حل
refer (v.)	يشير
sequence (n.)	التتابع

Grammar Summary

Deduction

Form: modals + have + past participle

Example:

- **You must left your money at home. (deduction: I'm sure you did)**
- **She can't have written that book. (deduction: I'm sure she didn't)**
- **He might / may / could have taken a taxi. (deduction: perhaps he did)**

Adjectives

Adjectives describe a noun and are used in front of nouns. They have the same form of singular and plural. They do not change for male and female, e.g.

This beach is fantastic. **That train is fast.**

Note

- When we have more than one adjective, we use this order:

Opinion (lovely, easy), size (large, long), age (old, young), shape (round, square), colour (green, blue), origin (Japanese, Sudanese), material (plastic, wooden), e.g. an old Pakistani leather ball (age, origin, material) a lovely small green and black dress (opinion, size, colour).

- **Adjectives can be made stronger or weaker with the use of intensifier; very, a bit, extremely, e.g.**

  This is very dangerous.

- **Adjectives with *verb to be, become, feel, look* need no nouns, e.g. He became strong and happy.**
- **We can use one instead of repeating a noun, e.g. I admire your idea. It's really smart one.**

Adjectives ending -ing and -ed

Adjectives with -ing endings:

These adjectives describe something as a book, a person etc. e.g.

- He thinks computers game are boring.
- The last IS DVDs were really exciting.

Adjectives ending with -ed:

These adjective describe your feelings about something as a book, a person etc. e.g.

- He gets bored when her brother players computer games.
- I was really excited when I saw the IS DVDs.

Futures forms

- Will

Form: The **will** future is formed with the infinitive without to. The negative form of will is will not, the contraction form is **won't**. **Will** is usually shortened in speech and informal writing to **'ll**.

Some speaker use **shall** to refer to future in formal situations with **I** and **we**. However, this use is becoming very rare. In modern English shall is used for suggestions only:

Shall I close the window?

Future use

We use **will** to talk about future beliefs, opinions, hopes and predictions. There is usually a time expression. We can add **perhaps**, **probably**, or **definitely** to show how certain or uncertain we are about our predictions.

- In the next century, most people will probably live in big cities.
- Perhaps it'll rain tomorrow.

Notice that **probably** comes after **will** but will before **won't**.

- They'll probably go with us tonight.
- They probably won't go with us tonight.

Other uses of will

We use will to express spontaneous decisions that come into our head at the moment of speaking, promises etc.

- The phone is ringing. I'll answer it. (spontaneous decision)
- I'll do my best to help you. (promise)

- Going to

Form of going to:

The be (am /is / are) going to is formed with the verb be + going to + the infinitive.

- He is going to learn to drive.
- They are going to travel Madienah next year.

Use of going to:

We use **be + going to + the infinitive** for plans and intentions. The plan may be in the near future or more distant.

- I'm going to do a lot of things this evening.
- I 'm going to join the Islamic Army after finishing my sharia study.

We also use **be + going to + the infinitive** for predictions, but when there is an evidence in the present situation. For example: There are two young drivers driving their cars in a very narrow road. They are going to make an accident.

Note:

Will and *going to* are both used for predictions, and most occasions either possible, but if there is strong evidence in the present situation, then going to is usually used.

Look at the heavy clouds in the sky. I think it is going to rain very soon.

Present continuous for future

Form of present continuous:

The present continuous is formed with the auxiliary verb to be and the -ing form of the main verb.

I am + v +-ing…	**He is + v +-ing…**
She is + v +-ing…	**It is + v +-ing…**
You are + v +-ing…	**We are + v +-ing…**
They are + v +-ing…	

e.g. I am watching … He is watching … You are watching …

Use of present continuous

We use present continuous to talk about things we have arranged to do, in particular social arrangement and appointments. There is nearly always a time expression.

A: What are you doing tomorrow?

B: Not really. Why?

A: I' visiting some wounded mujahedeen in hospital. Would you like to come?

B: Oh! I'd love to.

Note:

Going to or present continuous?

Both forms, going to and present continuous, are used for plans and arrangements, and in most occasions either is possible, e.g.

- **I'm having feat next week.**
- **I'm going to have feat next week.**

However, *going to* can suggest that the details are not yet finalized. It's still just a plan. Whereas the present continuous can suggest that the arrangement is more fixed with a time and a place.

- He is going to have another lesson in shooting. (a plan with no specific time)
- He is having another shooting lesson tonight. (it's fixed in his diary)

Phrasal verbs

The tem phrasal verbs means a normal verb like get, take, look followed by one or two prepositions or adverb like back, off, up. Look at these examples:

- Please take this note to my teacher. (take here means to move something from one place to another)
- Take off your shoes before you come in masjid. (take here means to remove something)
- We took off in the middle of the storm. (took, past form of take, here means when a plane goes up into the air)

When the preposition is added the meaning of the original verb changes. Sometimes there is a relationship and you can guess the meaning as in 2 above. Sometimes there is a new meaning that is completely different as in 3 above.

Note

- Phrasal verbs are in different types depending on whether there is one preposition or two and whether the verb and the preposition can be separated.
- Phrasal verbs are common in informal writing and speech.
- Phrasal verbs are in three types: 1- with object 2- without object 3- within object.
  Examples:
- Could you ***deal with*** this customer's problem, please? (with object)
- When he started his speech, everyone **joined in**. (without object)
  I ***looked*** this word ***up*** in a dictionary. (within object = object occurs between the main verb and the preposition)

Note

Phrasal verbs can be in three parts, e.g.

- I'm ***looking forward to*** seeing you very soon.
- You can rest now and ***catch up with*** us later.

Reported speech

There are three types of reported speech; statement, question and request.

Statements

We often tell people what other people have said. This is called reported or indirect speech. We rarely report the exact words, usually we just give a general summary, e.g.

- **Salman said to Omar, "I'll call you later tonight." (direct speech)**
- **Salman said to Omar (that) he would call him later that night. (reported)**

We usually join the first part "Salman said to Omar" with the statement between the quotation marks "…" with that, but you can drop it out. Then, the verb is usually changed will into would. Accordingly, pronouns are also changed; I into he, you into him. Finally, some words or expressions are changed from direct speech into reported, today into that day.

Note: The *(that)* between brackets means you can use or drop it.

Study the table below.

Tenses	Examples
Present simple to past simple	"I need some help."

	She said (that) she needed some help.
Present continuous to past continuous	"We are having our breakfast." She said (that) they were having their breakfast.
Present perfect to past perfect	"I've lost my keys again." He said (that) he had lost his keys again.
Past simple to past perfect	"I sent two messages to him." He said (that) he had sent two messages to him.
Be going to was /were going to	"They are going to go faster." He said (that) they were going to go faster.
Will to would / can to could /	"I will be home tomorrow." He said (that) he would be home the next day.

Note

We often need to change pronouns when we report what someone said:

I → he or she
You → them or us
my → his or her
we → they
our → their

Example:

- "I can't go out with you because my father kept my money."
- He said he couldn't go out with them because his father had kept his money.

Words about time and place also change:

Direct	Indirect	Direct	Indirect
today →	that day	tonight	that night
tomorrow	the next day	yesterday	the day before

next week	the following week	last week	the week before
Now	Then	this	that
Here	There		

e.g.

- I often buy bread here in this shop.
- He said (that) he often bought bread there in that shop.

Questions

There are two kinds of questions; Wh-questions and Yes/No, questions, e.g.

- How is your arm?
- He asked me how his arm was. (not how was his arm?)

We sometimes use different verbs instead of "asked", e.g. I wanted to know or I wondered if

Note: tenses also changed in questions as in the statements.

Requests

When we ask politely for information we use the same word order as in reported questions:

- Can you tell me when the job starts? (not can you tell me when does the job start?)

We don't change the tense 

There is no change for *might, could, should, would*, but *must* has two forms.

- "I must leave all sins"
- He said (that) he must leave all sins.

But we can say

- He said (that) he had to leave all sins.

Questions

We can report questions with verbs like ***ask***, ***wonder*** and ***want*** to know. Tenses change rules as in the statements. There are two types of questions; Wh-question and Yes / No question, e.g.

- "Where do you live?" he asked.
- He asked me where I lived.
- "Do you live in Mosul?" he asked.
- He asked me if I lived in Mosul.

Notes

The word order in a reported question is like a normal statement, with the subject before the verb.

When we report Yes /No question, we use if or whether.

Do, does, or did is omitted, other auxiliary verbs are not e.g. "Are you an engineer?" he asked. He asked if I was an engineer.

Requests are reported with ask and the infinitive, e.g.

- "Please, wait." He asked me.
- He asked me to wait


تمت بحمد الله